

INTERACTIVE WHITEBOARD PEDAGOGY EVALUATION

OBSERVED	SKILL TYPE	SKILL / STRATEGY	FRAMEWORK	NOTES	
	MECH	ability to connect PC/laptop and turn on power of projector/whiteboard	blackboard substitute		blackboard
	OS	limited or no use of stored or prepared files	blackboard substitute		
	APP	predominant use of text and drawing	blackboard substitute		
	OS	changes made to files or annotations rarely saved for future lessons/classes	blackboard substitute		
	PEDAGOGY	IWB used by teacher only	blackboard substitute		
	PEDAGOGY	lecture style predominantly used	blackboard substitute		
	PEDAGOGY	Quicker pace to lessons due to prepartation	blackboard substitute		
	MECH	use of IWB pen to navigate instead of mouse	blackboard substitute		apprentice
	APP	predominant use of native IWB software and minimal use of word processor	blackboard substitute		
	OS	predominant use of stored teaching resources	apprentice		
	APP	powerpoint or slides used in lessons	apprentice		
	APP	use of graphics & gallery tools (mainly for decoration)	apprentice		
	PEDAGOGY	planned interactivity of child use of the IWB	apprentice		
	MECH	children learning to tools/skills such as highlight, drag, clone	apprentice		
	OS	files used in lessons with changes and annotations saved for future reference or use	apprentice		initiate
	OS	limited use of external pre-made material (from school network or internet)	apprentice		
	PEDAGOGY	use of technology vocabulary by teacher and children while using IWB	apprentice		
	OS	ability to switch between multiple open programs/resources	initiate		
	APP	heavier use of sound and video	initiate		
	APP	use of wide range of applications	initiate		
	APP	use of graphics & gallery tools (mainly for interactive tools)	initiate		
	OS	oragnizing work into favorites and chapter folders	initiate		advanced
	PEDAGOGY	wide range of subject areas - IWB used for nearly every period of the day	initiate	(K-4 only)	
	PEDAGOGY	growing use of external sources (i.e. internet links, skype, united streaming)	initiate		
	MECH	use of additional hardware ('clickers', document camera, microphone, web cam)	advanced		
	OS	imported use of scanned or digitally printed files or children's work	advanced		
	MECH	teacher and children have command of most basic and advanced IWB tools	advanced		
	PEDAGOGY	spontaneous use by children of the IWB ('come show me what you mean')	advanced		
	PEDAGOGY	use of improved versions of lessons from previous changes or annotations	advanced		synergistic
	APP	use of hyperlinks and applications without planning and non-linear thinking	advanced		
	PEDAGOGY	teacher in more of a moderator role with students having much control	synergistic		
	OS	high level of competence by teacher and students	synergistic		
	MECH	high level of competence by teacher and students	synergistic		
	APP	high level of competence by teacher and students	synergistic		
	PEDAGOGY	lessons are fluid with teacher and students dictating flow, direction, and momentum	synergistic		